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MARCH 19, 1934

Superintendents at Cleveland

The Convention As I Saw It

AUGUSTUS O. THOMAS

Running Away from Difficulties — GARRY C. MYERS
Lorenz, *A Prize-Winning Story* — SOLVEIG PAULSON
Altruism As Natural As Greed — WILLIAM A. BALDWIN
Glimpses of Austria's Schools — J. ASBURY PITMAN

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The Editors Say...

The Superintendents at Cleveland gave more thought to conquering the next task ahead of education than to pitying themselves—as they had been prone to do at Minneapolis a year earlier. Maybe it was partly a result of President Paul C. Stetson's plan of assigning every member an interesting piece of work. This kept minds off troubles and focused them on problems — the same thing, of course, but viewed differently. The human personality of the educator had emerged from bewildering fog into the sunlight of tomorrow.

So it is with peculiar pleasure that we give first attention in this issue to reporting the Sixty-Fourth Annual Convention of the Department of Superintendence, held at the Cleveland Municipal Auditorium from February 25 to March 1.

Our Cleveland report is in three parts — a general story of the week's happenings; a chapter of impressions by that veteran conventioner, Dr. Thomas; and a collection of summaries giving in brief compass some of the most striking utterances heard from convention platforms.

•

You have heard of the tramp who said he wasn't afraid of work; his proof being that he could lie right down beside it any time. Well—most of us shrink from doing disagreeable things that should be done. Dr. Garry Myers picks up this particular fault and sets us fidgeting in a way that does us good — if we will let it. (See "Running Away From Difficulties," on page 158.) . . . Dr. Thomas goes on applying common sense and experience to the solution of difficulties presented to his "Problem Box." Have you sent him yours? Or haven't you any?

•

We print today the Short Story that captured the Sixth Prize. "Lorenz" is a real story, not an educational tract; but no one will come away without a better understanding of the typical girl of junior high school age. Nature made her that way and who can help it?

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ANSON W. BELDING, *Editor*
ISOBEL R. LAY, *Managing Editor*
Contributing Editors: AUGUSTUS O. THOMAS and GARRY C. MYERS

Volume CXVII | Boston, March 19, 1934 | Number 6

Superintendents at Cleveland

Sixty-fourth Annual Convention of the Department of Superintendence of the N. E. A. Found Schoolmen Actively at Work Reshaping the Schools to Meet Current Needs. It Was a Convention of a Different Sort With Every Member Lending a Hand

THE gathering at Cleveland was a "New Deal" in conventions—a fact which helped to put it in lively step with events that have been changing the front of America. Persons who were skeptical when they first heard of President Stetson's proposal to make this a "working convention," with every member serving on some committee and definitely enrolled for certain conferences, did not remain to scoff when the plan was seen in operation. It was a radical departure from customary procedures at national assemblies of this sort. For usually the delegates come to taste the menus of addresses which are set before them. This time they were taken into the kitchens, so to speak, and were expected to help get up the intellectual meals themselves.

It was the sixty-fourth annual meeting of the Department of Superintendence. And it was as meaty with timely messages as any that had gone before in that long procession of the years.

From the vesper service of Sunday afternoon (February 25) to the final meeting of Thursday forenoon, there was earnest attention to the challenging problems of the hour.

More than eight thousand persons—or double the actual membership of the Department—were in attendance at one time or another during the five-day week. Some thirty-one speakers delivered addresses.

There was no central theme, but seven main topics furnished the bases for discussions on platforms, in corridors and in the sessions of the seventy-seven committees.

•

Cleveland staged a blizzard for Sunday, and conventioners groped their way through swirling snow and biting cold to the Music Hall of Cleveland's famous municipal auditorium, there to be rewarded with a memorable address by President William Lowe Bryan of Indiana University on the subject: "Religion and Democracy."

PAUL C. STETSON
Author of New Style Convention

•

By Monday, things were in full swing. The amazing work of Cleveland in school music was exhibited in a junior high school choir of 3,000 voices, and an elementary school choir of equal number. Cleveland is justly proud of its achievements in educating for leisure.

As coincidence would have it—hearings were on in Washington, that day, with regard to federal aid for schools, and this was a popular by-topic wherever groups foregathered in the auditorium or the hotels of the convention city.

Superintendents of thirty-six states adopted a resolution to be sent to Washington, voicing the emergency need of $400,000,000 from the federal treasury to be disbursed through state departments of education in order to rescue the schools from imminent breakdown.

For the first time in its annals the Department of Superintendence served a convention dinner. Twenty-eight hundred people sat down at the tables in the great arena of the auditorium, and listened contentedly to a not-too-lengthy program of speechmaking before the general session of the evening—Monday. This innovation was pronounced a great success.

•

Tuesday's business meeting featured the election of Superintendent E. E. Oberholtzer of Houston, Texas, as president of the Department. The rival candidate, David E. Weglein of Baltimore, graciously withdrew from the field in order that the choice might be unanimous.

Superintendent Oberholtzer was chairman of a committee which proposed reorganization of the Department, as to name, function and structure, with a view to "providing more aggressive and effective leadership" in American education.

President Paul C. Stetson, handing over the gavel, becomes first vice-president, and A. J. Stoddard, superintendent, Providence, R. I., was elected second vice-president. George Bush, superintendent, Pasadena, California, was elected member of the executive committee for a term of four years.

Exhibits of school merchandise reflected the same revival of hope and determination to make education effective that were so marked throughout the sessions of the convention. The new materials shown by 170 firms were right in line with modern demands that learning be made to click with life. The enterprise of many firms in preparing and producing modernized equipment in the face of recent obstacles elicited high praise for heroism combined with technical skill and practical imagination.

All the space which had been set apart for exhibitors was taken up, and many visitors toured the booths with evident admiration of many things they saw.

That always anticipated banquet of the Associated Exhibitors was again popular. It occurred on Tuesday evening at the Hollenden Hotel and proved a joyous and a festive occasion, with much credit due to Stanley R. Clague of Chicago, who was in charge.

•

The deliberations of the convention did not result in the formulation of any brief, succinct statement of a plan for education. Resolutions covered a multitude of matters, all tending toward a more effective system of education, evenly distributed, professionally administered, adequately supported, keenly sensitive to its responsibility, and in touch with social needs.

•

St. Louis entered a strong bid for the 1935 convention. The delegation of thirty from that city included ten of the twelve school board members, the superintendent, and several of his executive assistants. They were still glorying in the victory scored for St. Louis schools a week earlier, when the voters were recorded 89,000 to 23,000 in favor of maintaining the same levy as in past years for the support of education. The Real Estate Exchange bitterly opposed the proposition, but the Chamber of Commerce, city officials and retail merchants lent vigorous support. St. Louis schools have a proud record of keeping out of debt, paying as they go, and maintaining salaries unimpaired save for a voluntary contribution of 10 per cent., and providing books and equipment for all pupils. It will be hard for the Department to resist the invitation of this educational Utopia.

Coming elections in the National Education Association were foreshadowed as friends of various presidential candidates advanced their respective booms.

The Convention as I Saw It

By AUGUSTUS O. THOMAS

Contributing Editor

THE Cleveland meeting had seventy-seven meetings in progress at the same time, and all nicely arranged. No other convention city in the United States could have provided the rooms so convenient and so well adapted to the use.

•

There was less formal work and more consultation going on, less aimless wandering trying to find something interesting to attend. The only things about the Cleveland convention which the older members could recognize were the vespers and the election.

•

The most popular subjects talked about in the hotel lobbies (the real convention) were the New Deal, Federal aid, and adult education, and how the schools can do their part in making known the things which are now going on, under or over our constitution. It was an almost unanimous opinion that the schools should teach the "New Deal" just as faithfully as

Russia is teaching the principles of Sovietism, but in an entirely different way and for a different purpose. The NRA, the AAA, the CWA, the CCC, and the PWA, and all the rest are important for our people to know about. We are making history, and can teach it better now than when it gets stale.

•

Our school people believe in our form of government, they believe the constitution will lend itself to the curing of the evils which have been allowed to grow up, but they want the principles of the Declaration of Independence conserved; that all men may have the same rights under our fundamental law. There is a general belief that we need some legislative limitations, to curb the greed and graft, which will make it easier for the "mine run" man to make a living and harder for the gambler to make millions with other people's money.

•

School people see no reason why school people should not be allowed to call attention to the miscarriage of justice and the abuses of privilege when it becomes evident that such things are making the country unsafe for the generation we are preparing to send out to meet life in the world. Under present conditions these boys and girls are turned into the jungle to meet the beasts of prey who have devoured their parents, the big bad wolf that preys upon the credulity of the public.

•

Not to be outdone Cleveland put on one of the worst storms in the history of the Department —snow, wind, and cold. It was suggested that this unusual weather is a part of the New Deal, the CBW (Cleveland Bad Weather).

•

The names of two persons occurred on the program five times, Arthur B. Moehlman, professor of administration and

E. E. OBERHOLTZER
Department's New President

supervision, University of Michigan, and Charles H. Judd of the University of Chicago.

•

These conventions are attended by three types of persons. One group attends the meetings quite religiously (may be called the professional or intellectual). Another visits in the lobbies of the hotels (may be termed the social minded). They get a great deal out of these gatherings. The third group are representing their friends who are being urged for office (these are the political type). It takes all three kinds to make a good convention.

•

The hotel lobbies are practically deserted during the vesper meeting, which is the first meeting on the programs. The vesper meeting is a good place to get a line on the attendance.

ANNIE CARLETON WOODWARD
Who Presided at the Administrative Women's Luncheon

•

Many strong men attend for what they can get out of the meetings for their own inspiration. They would grace any program, but their work has not brought them to the attention of those who make programs.

•

There were thirty-one persons on the program. The address most often mentioned in discussions and in the hotel lobbies was the vesper sermon, "Religion and Democracy," by William Lowe Bryan. The most scholarly and withal the most human, and therefore one of the most interesting, was "The New Leisure Challenges the Schools," by Dr. John H. Finley of the New York Times.

•

On the whole the feeling was much more cheerful than at Minneapolis. The gloom which overcast that meeting had given way to a ray of the sunshine of hope. The exhibitors were hopeful, and sensed a possible return to better times. Altogether the temper of the convention was optimistic.

•

Perhaps the largest banquet in the history of education in this country occurred Monday night, when nearly 3,000 members broke bread together. The Cedar Branch Glee Club and the Ukranian Folk Dance received much applause. The address by Rabbi Silver was scholarly. He declared that NRA is not merely to tide us over an emergency but to see that these emergencies do not recur. Teaching, he said, must prepare a new generation for the New Deal.

•

Paul Stetson reflected something of his distinguished and lamented uncle, W. W. Stetson, former state superintendent of Maine. He did not consume much time, was direct, his voice was clear, and his sentences were not involved. He made a good presiding officer.

•

The delegates did no objecting, no kicking. Some of the groups had good intimate discussions and members were pleased with their work.

•

We are making the same mistake in education we made in agriculture a generation ago. Then the great problem was to make two blades of grass grow where one grew before, but we never thought about marketing the two blades. Now we are plowing under and limiting production because we cannot market those blades. We are educating and turning out into an unsafe world 30,000,000 young people. We are trying to find ways of educating everybody. The question now should be: What are we going to do with our product, boys and girls, when we get them educated?

•

Among the seven reports which were calculated to sum up the conclusions of the seventy-seven groups, the report of Willard Givens was the most vital and far-reaching.

•

The most popular address of the whole convention was that made by Edward A. Filene of Boston on "Education for the New Age," judging from its reception by the audience. Speaking of the present mess in which we find ourselves, Mr. Filene said those men of big business who are just now in a bad light are perfectly good men, have broken no laws, but they have broken the country.

•

The address given by E. C. Hartwell was so fundamental in subject and the direct manner in which it was presented that it should be printed as a brief and distributed in every community as a part of the education of the public.

•

Superintendent Weglein of Baltimore evidently was not attracted by the office of president, but is content to continue as a part of the educational brain trust.

•

It was good to see the much beloved past president, Dr. Willis A. Sutton of Atlanta, in attendance after his most painful accident last spring.

•

Walter J. Damrosch was the recipient of the award given by the exhibitors at their annual banquet as a recognition of his services to the cultural welfare of the country.

•

Superintendent E. E. Oberholtzer, the newly-elected president, declares he is an "Aggressive Moderate." Leans neither to the left nor to the right.

•

Education undertakes a big job when it adds to its present program for childhood and youth the adult population also.

•

St. Louis still retains its high position as one of the leading school systems of the country, a position it assumed under W. T. Harris and Louis Soldan, and which is skillfully maintained under the quiet but forceful administration of Mr. Gerling.

Some Noteworthy Messages

A Faith to Fight For

By WILLIAM LOWE BRYAN
President, Indiana University
Bloomington, Indiana

What do our youth believe? What do you schoolmen believe? What do you believe that you will fight for as the youth of Russia, Italy and Germany fight under Stalin, Mussolini and Hitler? If the bludgeonings of fate have beaten you out of your prosperity and also have brought you and the youth to disillusion and despair, you and they and our nation approach bankruptcy without remedy. There is an ideal better than that of any dictator. I have heard it stated by a great Jew. He said that his race had survived the defeats and despairs of one thousand years after another because through everything they have clung to the Torah—the will to live and to live victoriously. If we have that will we shall surrender our hard won liberty to no dictator. We shall live through Valley Forge and Gettysburg, and whatever may befall to maintain a state wherein good order and liberty unite—a democratic state made safe for the world. Good order and justice with liberty—that is the religion of democracy.

•

Dividends of Education

By E. C. HARTWELL
Superintendent Schools, Buffalo, New York

The public school need not be apologetic. Neither need it confess failure because its ideals have not been fully attained. No one will deny that the humblest school in the country endeavors and always has endeavored to teach honesty, purity, and fidelity to trust. It is a rare school which does not constantly strive to inculcate desirable standards of conduct, ideals, and attitudes of mind. Legions of witnesses could be assembled to testify to the life-long stimulus to worthy living acquired at school. Is it seriously suggested when some millionaire bank-wrecker betrays his trust, robs his depositors, double-crosses his partners, cheats the government on his tax return, or deserts his wife, that his conduct is the result of a defective

system of public education? Wouldn't it be more worthwhile to inquire as to the sources of our national fortitude during the hardships of the last four years, our restraint in the face of financial betrayal, official ineptitude, and industrial collapse? Is it open to reasonable doubt that much of this spirit is a part of our national dividends from our investment in public education? We have had a marvelous amount of respect for properly constituted authority, intelligent co-operation in plans for recovery and in generous service for the needy, much of which unquestionably reflects the lessons daily taught by our standing army of a million public-school teachers.

•

The New Teacher

By ARTHUR B. MOEHLMAN

Professor of Administration and Supervision, University of Michigan, Ann Arbor, Michigan

The great need in this country today is for better teachers. We have need for more than the docile technician that the teachers colleges have been furnishing in such great numbers and for the university trained subject specialist whose concept of education as a social process is still extremely hazy despite the influence of schools of education. We need a new teacher, well balanced and fearless, with an understanding of the culture in which she lives and to which she must contribute; a teacher with both equipment and vision, and well prepared with respect to detailed and technical knowledge. The problem of preparing this teacher can only be achieved through the co-operation of all institutions and interests within each state.

•

Make Thrift a Reality

By PAYSON SMITH

Commissioner of Education, Massachusetts

One of those numerous things that have crept into the schools as a result of the innocent belief of many citizens that if you can get a pupil to study something or to talk about it, you will necessarily work some important change in his habits.

School savings plans have been adopted in hundreds of school systems in the sincere belief that they will promote personal thrift Candor compels the admission that in thousands of cases they do nothing of the sort, they serve only as a weekly draft on fathers' or mothers' pocket-books, costing the pupil not an iota of planning or self-denial. When thrift education includes some plan by which the child can make savings in relation to his own allowance or earnings or in relation to his own planning, it will take on some significance as an educational experience, and not until then will it do so. In other words, much of this program is now highly idealistic and gets nowhere. Let it take on the form of realism and it will arrive.

•

Not What, But How to Think

By EDWARD A. FILENE

Boston, Massachusetts

Orthodoxy in teaching is the death of education. Teaching children *what* to think cannot possibly fit them for life in these changing times. *We do not know* what they should think; for they must deal with things which we know nothing about. We must teach them *how* to thing—how to find out about those things, so that they may apply this new knowledge to the new problems with which they will inevitably be faced. That way, I am convinced, lies education.

•

A Growing Job

By WILLIAM J. SHRODER

Past President, Board of Education Cincinnati, Ohio

When we realize that public school children range from the feebleminded to the exceptionally endowed, from the permanently crippled to the almost perfect, from those of warped character and attitude to those of fine personality and social adjustment, we recognize that these fundamental differences in children demand not only facilities for classification, but also such differentiation in educational opportunities as will permit the individual child to develop to the limit of his own capacity.

This evolution in public school responsibility has necessitated fundamental changes in all three basic school requirements—physical facilities and equipment, curriculum, and teacher qualifications. Meeting public requirements will never be a closed book. Additional lines and chapters must be written as social and economic changes demand. This is just another way of saying that the public educational system must be continuously tied up with social needs. Where this has not been true in the past, it must be made true. As far as one can foresee, the indications are that public education, as it meets these demands, will become more costly as well as more valuable to the country.

•

The Goal a Happy Nation

By GEORGE F. ZOOK

U. S. Commissioner of Education

The educational system needs to survey its responsibilities for helping men and women as well as boys and girls to live an abundant life. The task is a comprehensive one calling for the integration of a number of efforts hitherto segregated into some scheme which will give every individual extended opportunities to explore and develop his interests and talents.

Our ultimate goal is a happy contented nation of citizens whose personal rights are respected, who are conscious that the door of opportunity is always open to them, and who know that they are expected to make a contribution to the common good. To all of these considerations education makes notable contributions. Indeed, education and national welfare are so interdependent that one is inconceivable without the other.

Running Away From Difficulties

Seventh in a Series on "THINGS HUMAN"

By GARRY CLEVELAND MYERS

EVERY person has, I suppose, to some degree, an operating scheme for escaping the unpleasant things he thinks he ought to do. Sometimes we let the matter trouble us; and then, to salve our conscience, we invent all sorts of reasons for our shifted course, beguiling ourselves even to believe our explanations true. Psychologists who prefer to use high sounding words call this phenomenon *rationalizing*.

Now I am guilty—writing this article to keep from writing an editorial already overdue for Junior Home. Never mind; I'll get that done even though I might think it necessary to take a drink of coffee first.

A well-disciplined mind, like a well-disciplined army, is not easily diverted from its course. As a rule the habit of escaping is disastrous to one's best achievement, and one's self-regard. Any of my readers who will examine himself may discover scores of instances wherein good plans of his had, by this device, been shattered hopelessly.

Although none of us may admit our inability to re-educate ourselves, we may at least get momentary release (enjoy escaping) as we turn our attention to the problem with our students.

In the classroom of the primary grade, high school, or college one finds scores of samples of this human frailty at work. George Stone, for instance, takes great pains to draw the geometric figure for the theorem to be demonstrated by the class. He escapes display of his inability to write out the explanation. Monica Moran, not sure of how to spell *instance*, writes it ambiguously. Vera Barstow hits upon a good way to consume most of the period of arithmetic by sharpening her pencil, which sympathetically breaks several times. Seth Ross and Carrie Korb sit and dream through the study period. Rarely coming to his history class prepared, Edgar Ross asks numerous questions, and succeeds, perhaps, in helping out some of his anxious classmates, while the teacher answers Edgar quite at length, embellishing the explanations with occasional "That reminds me."

•

Because the human urge to escape from temporary difficulties, even with good conscience, is so powerful and adroit, we might as well expect it to continue to some degree in all persons, even in ourselves. Yet ways do seem apparent for reducing pupil cultivation of this practice in the classroom.

First, we need to guard ourselves against being easy prey to distractions by a pupil's questions. We, of course, shall welcome questions, yet we can answer them to the point, and occasionally call upon the questioner to give back the explanation briefly. Sometimes we shall defer answering until a more convenient season.

Perhaps our very teaching methods encourage skillful efforts at escape by pupils. From the first grade onward, some of them are practiced twenty times a day at leaving a job unfinished. By the time Horatio had but partially completed the problem in arithmetic, for instance, time was called, and another sum assigned or dictated, also never to be finished. What motive has a child, so often shifted from the tasks he rarely completes, to find satisfaction even at doing the best he can? Inevitably he is going to cultivate techniques of dawdling, deceiving himself all the while that he is measuring up.

•

Thanks to growth of individual instruction-in-the-group at school, this problem ought to decrease in seriousness, though pitifully prevalent still. I wish no child felt he had to leave a job unfinished in this way. Better for him by far to complete one solution of a problem easy enough to solve, than to attack a score of them and finish none. A skillful teacher ought to know each child's ability so well that she will not give tasks exceeding it. Also she will be available for individual help, and he won't ever feel he must leave one problem uncompleted to take up another. Right here seems to be the centre of the whole matter we are now considering.

•

Any teacher sitting in a study hall or classroom must have noticed certain students who are ever busy wasting time. But even to help them sympathetically to see what is really happening, may not be enough. The main problem is to help them sense exactly the specific job facing them right now, and to show them how to win satisfaction at achievement in attacking it.

Some students might be prevailed upon to set themselves to study by the clock, to hold themselves to vigorous mental effort, say, for five or ten minutes, and then frankly to relax a few minutes before resuming mental work. Home-study habits are also to the point. Wise teachers will, with the parents' co-operation,

try to help the child to acquire good study habits at home—to select a definite time and place for study each night, to assemble all the needed tools before commencing, to steel himself against all interruptions and distractions, and not to permit himself to walk about until the end of a definite period by the clock, as planned beforehand. Such training has rich moral values. It means cultivation of a healthy will-power—essentially the fostering of good character.

Of course, bad habits of escaping difficulties might have had their source in the student's early childhood. He who, for instance, never has his paper, pencil, or book ready when a written class assignment is begun, doubtless had had months and even years of similar practice in his home. He probably had never assembled his own things on school mornings, but had had his entire family helping him to find them. He may have invented various tricks of escaping chores. The first step at preventive measures is to encourage the parents to enlist in parent education courses, parent study groups. Discerning teachers join these classes, too, learning more about the problems which the parents have at home with children and the kind of problems children have there with their parents.

I trust that school administrators will discuss the wide array of specific problems involved and will inspire their teachers to think seriously about them and about ways of checking this strong human tendency to run away even from small difficulties.

Another Prize Story

Lorenz

By SOLVEIG PAULSON
Salem, Oregon

Awarded Sixth Prize in the Journal of Education's Short Story Contest

IN the beginning her name had been Lorence. But now that she was fourteen and in her second year of Junior High School her name was Lorenz; spelled carefully with emphasis on the final letter, and with as many kinks and curly-cues as possible written into the capital.

A gangly girl, she was, wearing her length of arms and legs awkwardly. She stood before her mirror with bent knees to see the gamin likeness of her face. Carefully she shaped a cupid's bow at the middle of her wide mouth, as carefully applied a generous quantity of rouge and eyebrow pencil, then she began on the unruly stiffness of her shock of dark hair.

She ran the comb through it with sharp gestures, scowling at herself as she did so. She wet the comb in water and made young half moons of the stiff bristles that lay against her face. She twisted the ends about her fingers and pressed them firmly against her cheek, but they arose rebelliously and insisted on standing out an inch or two from her face. Finally she lost patience, threw the comb down, and stood regarding herself in the mirror, while tears of self-pity and rage rose to her eyes.

"Oh, what's the use," she half muttered. "What did I have to have such crazy hair as this for? Nobody else has hair like mine. No wonder the boys don't like me. All they can see is this darn hair!"

With another glare at the head in question she turned from the mirror, slipped a bright red flannel dress over her shoulders, wound a long string of shiny pearl beads about her throat, and put a large fifteen-cent ring with a great blue stone upon her slender figure. Then with one last look at her reflection, she shrugged expressive shoulders, and went down to breakfast.

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On her way to school Lorenz met Katherine White. She always did meet Katherine, for they were bosom friends and arranged it so. On their walks to and from school the most intimate secrets were imparted.

"Hello, kiddo!" Lorenz greeted. "Gosh, but my leg is sore! I played football with a bunch of kids in the alley last night and it sure ruined me."

Katherine's carmine lips smiled faintly. "Better use the other leg tonight," she advised. "Say, Lorenz," she added in a different tone, "guess who called me up last night."

Lorenz eyed her companion gravely. "A boy?" she queried.

Katherine nodded and bridled pridefully. Boys calling were novel but very desirable.

"Not Bob Jackson?" Lorenz held her breath, fearful of corroboration. She just couldn't stand it if Bob had called Katherine.

"No. I only wish it had been. He's choosy. It was Ken Hewitt."

"Gosh!" Lorenz breathed again. "What did he say?"

Katherine giggled. "Oh, nothing much. Just asked me how I was, and things like that. I didn't hardly know what to say to him."

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The remainder of the walk to school was devoted to reiteration

of the toothsome details of how Katherine felt, how thrilled she was, how she hoped Ken would call again and of what she would say if he did. Lorenz walked beside her with round eyes and a sick green feeling somewhere within her.

If only some boy would call her up! But they wouldn't. Lorenz knew that. Boys liked to play with her, but they didn't treat her like they did the pretty girls. If only she had beautiful hair, she thought, things wouldn't be so bad.

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In English class Lorenz, who sat at the back of the room in one of the larger desks, spent the time looking over the boys in the class while her fingers held a pencil in writing position above a blank piece of paper. Most of the class were busy writing themes, but Bob Jackson and Tom Moore, the boy who sat across the aisle from him, were enjoying themselves with note writing.

One of them would hold up a picture or a sentence so that the other one could see it. Then the answer would be written on another sheet and held up or passed surreptitiously across the aisle. These answers were brief, such words as "Silly," "You're crazy," etc., but they furnished a great deal of amusement to the two boys, and Lorenz wished that they would pass them to her.

With this thought a daring idea came to her. If only she could get Bob to write a note to her! He was, as Katherine had said, choosy. He was a favorite with the girls, and if she could show a note from him Katherine wouldn't feel so smart about her telephone call.

Lorenz felt the hot blood rush to her cheeks. Her eyes sparkled. A little quiver ran through her body. What if he wouldn't do it? How did girls get boys to write to them? She had heard a girl say to a boy just the other day as they parted: "Well, write me a note in history class."

Lorenz gripped her courage hard. Even if she weren't pretty she knew that the only way to get a thing was to go after it.

She took a clean piece of paper from her notebook, tore off a corner and wrote: "Write me a note, please. Just a line or two."

This she folded into a little square, then she rose and on the pretext of sharpening her pencil, passed by Bob and dropped it on his desk.

Then she went back to her own seat and busied herself with her books. She did not look at Bob, but she felt his astonished eyes upon her. Oh, why had she done a thing like that? She would have given anything to have that note back again! Probably Bob was laughing at her! She glanced quickly at him. No, he wasn't laughing. He was sitting chewing his pencil with a thoughtful look upon his face. He drew a scrap of paper toward him and wrote upon it.

Just then the bell rang. The teacher excused the class, and as the children passed from the room Bob pressed a piece of paper into Lorenz's hand.

She held it tightly, but did not glance at it until she found herself in the hall. Then, surrounded by pushing students passing to their next class, she opened the paper at her side and looked down at it. A single sentence met her eye. "You're crazy."

A physical sickness swept through Lorenz. It seemed for a moment as if her blood had turned back and was beating against her skin until she thought it would burst. Then tears rose to the dark-lashed eyes and with trembling hand she rumpled the hateful paper and pushed it deep into her pocket.

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Her next class, mathematics, was agony for her. She sat through the first half of it with burning cheeks and bright eyes that would keep filling with tears. Miss Ross, the teacher, noticed her, and, thinking that she must be ill, laid a kind hand upon the red-clad shoulder.

"Not feeling well, Lorenz?" she asked in an undertone. Lorenz shook her head. She did not trust herself to speak.

"Perhaps you had better go home," Miss Ross suggested, and Lorenz rose without a word and left the room.

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At her locker she felt in her pocket for a clean handkerchief. Her fingers touched the crumpled note. Scarcely thinking of what she was doing, she drew it forth, and smoothing it out, held it up to read again.

Astonishment blanched her cheeks. Slowly and unbelievingly her lips formed the words as she read them almost aloud to herself. Then, with radiant face, her slender hands pressed the paper against the pearl beads which lay above her heart, for on the opposite side of the note that held his message to Tom, Bob had written: "Dear Lorenz, I think you have the prettiest hair of any girl in our class.—Bob."

Retrenchment should be creative, not destructive. In the last analysis the people will secure just as good schools as they are willing to pay for. The teaching profession on its part must show the public that better salaries actually do purchase better teaching service.

—Supt. David E. Weglein, Baltimore.

Altruism as Natural as Greed

By W. A. BALDWIN

Rhode Island College of Education, Providence

SELFISHNESS versus Altruism.—Many thoughtful people are saying that the New Deal is doomed to failure because of the inherent selfishness of man upon which the strife for personal profit of the capitalistic system has been built. In other words, that it cannot succeed until people are changed from their natural selfish disposition to an altruistic attitude.

Whether we subscribe to the above doctrine or not we must all agree that the fulfillment and continuation of the New Deal will demand that selfish egoism must be replaced by unselfish altruism.

Is the former natural, and is the latter contrary to human nature?

Altruistic Education in the Home.—Let us see what happens in thousands of humble homes throughout this and other countries.

A little child is born into a home with father, mother, and two or three other children.

Selfishness of Baby Natural.—At first the baby is supremely selfish. He grabs what he desires, pulls his mother's hair, and throws his playthings on the floor. The mother says: "He is just a little baby, and doesn't know any better." Very gradually she teaches him that certain things he must not do.

Learning to Share.—Soon he is playing on the floor. At first he feels that he may monopolize not only his own toys but those of the other children; but he soon learns that the others will not play with him unless he is willing to share. And, in fact, it does not take long for him to learn that there is more pleasure if you share and thus make others happy.

The Joy of Giving.—When George is about four years old, just before Christmas, he feels that something mysterious is in the air. There are whisperings and covert glances. He overhears enough to understand that gifts are being purchased and hidden away. Little George catches something of this Christmas spirit, and with the help of his older sister he spends his precious ten cents for a gift for his mother. When on Christmas morning he presents his gift and sees the look of surprise and love in his mother's eyes he gets a glimpse of what is meant by the saying, "It is more blessed to give than to receive."

Learning to Be Helpful.—Of course he was just an ordinary boy for the most part looking out for "No. 1," but as he grew older his father and mother often needed his help, and they brought him up to work about the house and garden and always with regular chores to do. Ofttimes he found these irksome and he shirked, but when on some occasion his father and mother left him in charge of the house for a day, he responded to their trust and felt well repaid by their words of commendation.

Responsibility Rewarded.—A little later he was allowed to take full charge of the chickens and to have what he could make after providing the house with a certain quantity of eggs.

Learning Through Natural Punishments.—He was a mischievous boy, often thoughtless and rollicking, especially at school and out with other boys. He got into the usual number of boyish scrapes, but his father was wise enough to let him come up against the natural consequences and thus learn his own lessons.

Growing in Helpfulness.—As he developed into young manhood he became more and more thoughtful and earnest, and so more helpful at home, at school, and in the community. He went through the schools and then he went into business with his father. He married a sensible girl, and they made a simple but comfortable home for themselves and for the little ones that came along.

The Stream of Life Broadens.—George and his wife had been pretty well taken up with each other and with building up their new home, but now new problems began to loom on the horizon. Thoughts were turned to Sunday School, to day school, to library, and to public parks.

Unselfish Altruism.—More and more George and his wife found themselves forgetful of self, and immersed in the welfare of their own children and of other less fortunate children.

Contrast Between Selfish Babyhood and Altruistic Manhood.—What a contrast between George the selfish little ego and George the unselfish, altruistic, broad-minded, sympathetic citizen!

Altruism as Natural as Selfishness.—But who shall say that the unselfish altruism of the one is not as natural as the selfish egoism of the other? And who shall say that the gradual evolution from George the selfish into George the altruistic is not a perfectly natural process?

Every reader knows that this sort of evolution has gone on in the development of his own soul, and that the kind of education which produces such results goes on naturally in the right kind of home.

Education for the New Deal.—This is the kind of education which prepares for the New Deal with its doctrine of Con-

sideration for the Neighbor or The Golden Rule.

And this is the kind of education which is gradually coming into our schools under the names of Progressive Education and The New Education, with its emphasis upon natural activities full of interesting problems which encourage clear thinking, sympathetic feeling, and result in a higher type of citizenship.

Glimpses of European Schools

AUSTRIA—II

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

Innsbruck justly has the reputation of being an educational centre, and its University attracts many foreign students, including Americans. The "drab" atmosphere seems strangely inconsistent with the unusual and remarkable beauty of this old city, occupying the large oval plain through which flows the river Inn, and surrounded by its great wall of magnificent Alps, surpassing in beauty many of the mountains of Switzerland, France, and Italy.

In Vienna I received all possible assistance from the Austro-American Institute and from the senior member of the staff of the Ministry of Education. I found that the Pädagogisches Institut, or City Training School, had been closed because of the overproduction of teachers, but the plant and a part of the faculty were devoted to training in service, somewhat similar to our Division of University Extension in Massachusetts. The Institutschule, or school of observation and practice, was still in session. It is estimated that Austria has a surplus of approximately 5,000 trained teachers.

The elementary school is doing superior work of a rationally progressive sort. Music and art are especially prominent, the school being famous throughout Austria for its teaching of the latter subject. I saw, for example, original posters made by children of eleven or twelve years which would be a credit to advanced students in a school of art.

Children in the first grade who had been in school but three weeks had recently attended a circus. Growing out of this experience, a teacher of unusual dramatic ability completely swayed her little audience by her power. A burst of childish enthusiasm was followed by a hushed silence as they listened to some dramatic appeal to their sympathies. When the children had their turn, I discovered that the chief purpose in this oral language lesson was to secure, besides proper grammatical expression, correct pronunciation and articulation, particularly of the vowel sounds. This teacher is regarded as one of the best in the primary schools of Vienna.

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The teacher of a third grade also possessed superior ability. The children were engaged in an animated discussion of a recent directed tour of the neighborhood. In this they were aided by slides showing places and buildings which they had seen. Here was a house built in the thirteenth century; there was another of the eighteenth-century style of architecture. Who could draw this or that house? What were the advantages of this or that style of roof? Some of these questions were rather technical, but the children knew, or at least some of them, and found pleasure and satisfaction in passing the information along to their mates. Here had been an old church. How did they know? They had seen the churchyard. What was the history of this old church, long since gone? A great man was born in the house now occupied by the family of one of the children. What had he done for Austria? And so on until the close of a most interesting lesson—one which was apparently of even greater interest to the children than to me. It was *their* lesson, but it was obviously given for a definite purpose and very carefully planned, but the guidance of the teacher in no way interfered with the initiative, individuality, or freedom of any child.

This morning Dr. Wollmann, the senior member of the staff of the Ministry of Education, called for me, and we proceeded to a magnificent new kindergarten building, built last year, I believe, in a new residential development on the outskirts of the city. In a city of similar size in America the cost of the land and building would not have been less than $200,000. The equipment showed no lack of completeness or of expense. Without doubt it was the finest and most elaborate kindergarten that I have ever seen. And this, although the finest, is only one of more than a hundred kindergartens supported by the city of Vienna. In America we have been obliged to close many of our kindergartens on account of the cost of maintenance.

The afternoon was spent in one of three new continuation school buildings which have been built within the past ten years. Judging from the cost of this building and the descriptions of the others, the city must have spent at least $5,000,000 for them. I have also seen two new high school buildings of at least the million-dollar class. And all

(Continued on Page 174)

The Problem Box

Conducted by

DR. AUGUSTUS O. THOMAS

Unruly Class

QUESTION—One of my teachers came to me a few days ago and said she had one of the most mischievous classes she ever knew. She believed the whole lot of them were just naturally bad, and asked me what she should do about it. What do you suggest?

Answer—This teacher ought not to expect mature goodness of her pupils. Moral attitudes are a growth with children. They do not have definite standards when they come to us. They are thoughtless, often in doubt as to what is right, quick of impulse which leads them astray. Our work is to lead them into paths of understanding and proper behavior. That is one of the chief objects of the school.

Morality may be said to be a growth. If the children were as perfectly good as our teachers sometimes think they should be there would be rather small use for the teacher. If the children are no better, have no higher standards at the end of the year than at the beginning it will be a signal for something to be done about it. Perhaps there is some suggestion in the little girl who upon going home was asked by her mamma: "Well, Mary, have you been a good little girl at school today?" "No, mamma." "Well, have you been a bad little girl?" "No, mamma." "Well, what kind of a little girl have you been?" "Oh, just a comfortable little girl, mamma."

It is a mistake to expect maturity of judgment and conduct of any child. Inertness of character may be caused by persistently awakening good thoughts and pure feelings without securing the corresponding action that should accompany them. If there is no development, no improvement in the moral conception and in action by the end of the term or year try a new teacher.

Have you a little problem in your school? If so, send it to Dr. Thomas.

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Poor Response

QUESTION —One of my teachers has always been considered a strong teacher. Her room is quiet and orderly, but she cannot leave her pupils alone for any length of time with satisfaction. She promotes a smaller percentage of her pupils than do other teachers, she gets poor responses in her recitations. How can I help this teacher?

Answer—I think I know the type. I had such a teacher once myself. She seemed an earnest teacher, and I liked her, but I was not satisfied, nor was she. She often came to the office to talk over her difficulties. She was such a person as the pupils would like. She was kind to them, but they just could not get on. I promised to aid her, and frequently visited her classes. The case seemed hopeless; she could not get the right responses. One day near the close, while listening to a recitation of the sixth grade in geography, the idea came to me. I left a note for the teacher to come to the office after school, with the suggestion that I thought I had found her trouble. Her usual procedure was to ask her pupils hard questions which they could not answer. They grew discouraged. I suggested that she begin with easy questions, working up to more difficult ones. "But," she said, "what is the use of asking questions you are sure they know?" "Your pupils get discouraged and give up," I said. "Try it tomorrow with easier questions first, and then proceed, as they get courage, into harder ones."

She tried it and found her trouble was in the art of questioning. Perhaps your teacher has the same trouble. It is quite common. It is the key to many other troubles.

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Teachers' Reading

QUESTION —I am a teacher. I want some advice about reading for the year. I have in mind to read some fiction. Am I unprofessional in wanting to do this?

Answer—Cerainly you are not unprofessional provided your reading is balanced with other reading. A teacher should be professional, but not always. She should be human. She should not be one-sided, but well rounded. She should have balanced "mental rations." To my mind you would do well to read: (1) Some books of a strictly professional nature, at least one on the theory or philosophy of education and at least one on the art of instruction. (2)One or two of the best sellers in fiction. This will give you the reading which at the moment is attracting the people. A detective story is not objectionable. (3) At least one of the best sellers in non-fiction. (4) One or more educational magazines. (5) At least one cultural magazine—the one which suits best your inclinations. Such a course will not overtax your time, will give breadth, and with the daily paper which you read, will keep you in touch with what is going on, and make for intelligent conversation among your acquaintances.

EDITORIALS

Navigation Opens

IN MANY parts of the world ice has broken up, and is going out of rivers. People drive miles to see the sight and to hear the roar of liberated waters as they toss the blocks of ice about like paper boats and send them hurtling over dams or down rapids.

American education has passed through its winter of congealed hopes and frozen courage. Visitors at Cleveland during a recent week witnessed a rapid thawing process, and the breaking-up of ice that has clogged the educational rivers for several years past.

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Ever Changing, Ever the Same

WE ARE living in a world of change—no doubt. It is a world in which we have ceased to be surprised at anything. Discoveries in science; applications of science through inventions; a continuously moving kaleidoscope of human relationships—all these are now so taken for granted that whatever turns up in our newspaper tomorrow morning will be greeted as just another answer to "What next?"

What possibility is there of educating youth to meet this multiplicity of experience—beyond equipping him to read what the day's news brings?

That we can equip youth with the particular set of facts or with detailed rules for meeting every situation likely to confront him is indeed nonsense. But we need not give up in despair on that account.

While it is a rapidly changing world it is also the same old world it has always been. The underlying principles of human conduct do not change. The same kind of mental effort is needed for the solution of problems that was always needed. Today's youth will not stand off and watch the motion picture with bewildered eyes, but will have a part in making the picture. His knowledge of the natural laws; his ability to think; his ingrained habits of courteous and neighborly conduct; his awakened sense of appreciation for the best in human achievement—these things will be of infinite service always. And in some degree all these things can be taught.

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High Schools Have Great Future

SECONDARY education will continue to be attacked by citizens who demand school economies regardless of social considerations or the public interest. But the time is near at hand when a high school education, instead of being a privilege for half our young people, will be a necessity for all of them.

With undeniable logic this view was expressed by Dr. Isaac L. Kandel of Columbia University in his recently delivered Inglis lecture at the Harvard School of Education.

Whatever planning may hereafter be applied to American business by way of stabilizing recovery, will almost certainly place restrictions on young persons entering employment. Keeping them in school will be the obvious and natural consequence.

The new day for secondary education will be greater than the past or the present. Any one whose vision penetrates beyond the fog now hovering over our economic swamps will see both the task and the opportunity which loom ahead.

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Schoolmasters' Sons

AN ENGAGING topic for investigation would be the children of schoolmasters. How are their lives affected by the profession of their fathers? How, in general, do the sons and daughters of educators turn out?

Some one discovered from delving into "Who's Who in America" that clergymen's sons hold the record for success as bankers, business men and members of professions.

Those revelations completely upset the tradition that ministers' sons were a bad lot.

The schoolman's children suffer some embarrassment from attending the school in which their father holds an executive or teaching post. Often they are thought to receive special favors and undeservedly high marks—and they know of these suspicions and sometimes deliberately make poor recitations or neglect their studies in order to avoid being on honor lists.

Schoolmasters' children are sometimes regarded as spies, eager to divulge at home the misdeeds of their schoolmates. No doubt they are in many cases entirely loyal to their companions, and what they do relate at home is of great help in keeping father sympathetic with the thoughts of youth.

How all this works out in the subsequent lives of schoolmasters' children; what sorts of complexes they carry with them; what vocational leanings they have—whether toward or away from education—would be quite as worthwhile a subject of research as many which receive attention.

For, after all, it is of some concern to a man entering a profession whether its effects upon his children will be beneficial.

Eminent Educators

CANDIDATE PRATT

ORVILLE C. PRATT has headed the schools of Spokane, Washington, for the past eighteen years, giving them militant professional leadership. Strong endorsement is accorded him both by the Washington Education Association and by the Inland Empire Education Association, which comprises the four Northwestern states. Mr. Pratt is a graduate of De Pauw University and he served the public schools of several Indiana cities, from graduation in 1895 until 1915, when he stepped over from the superintendency at Wabash to a chair of education at his alma mater. Then Spokane called (in 1916) and the Northwest got its man. He has been active in civic affairs as well as in the National and other education associations. In the National Education Association he has been state director for Washington (1933), and vice-president. It was thirteen years ago that he launched a drive against existing tax systems and pointed out that real estate is not an adequate base for the support of public institutions. He has not gone back on that opinion, and would almost certainly, if elected, focus much of his effort for the year upon arousing the public to the necessity of tax reforms.

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CHARLES E. HOLLEY illustrates the high type of educator who should not be—but sometimes is—footloose to take an important emergency position. He is at present heading up the work of training teachers for adult classes, and is chairman of the curriculum committee, under the Emergency Education program in Los Angeles, California. Dr. Holley is possessor of three degrees from University of Illinois. He has held teaching posts from rural school to universities in seven states, and was active in mental testing for the United States Army in 1918. He is an authority on secondary education. He has published several books. He is opposed to the notion that all teachers should employ the same technique; declares that individual differences apply to teachers as well as pupils.

ORVILLE C. PRATT

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FRANK J. VOGLTANCE is county superintendent at Schuyler, Nebraska. He was born in Czechoslovakia, but has served public education in the state of Nebraska for more than a generation. He holds eight diplomas from almost as many colleges, but affirms that the best things he knows he learned through systematic reading. Five times he has been asked to join college faculties, but sticks to the post of county superintendent as the place where he believes he can be most useful. He has been at Schuyler twenty-seven years, and is noted for his fine leadership in the making of better schools for a better tomorrow. His hobby is reading, and there is good reason to believe he reads the Journal of Education from cover to cover. No county in Nebraska has a higher percentage of standard schools than has Mr. Vogltance's county of Colfax; yet the average tax levy for schools is the lowest for all counties in the state.

SAMUEL WEIR, professor of education in College of Puget Sound, Tacoma, has had an active influence as a teacher in shaping the careers and characters of bishops, clergymen, teachers and superintendents of schools. He is at home in classrooms and on lecture platforms, but writes an occasional article for a magazine. He thinks deeply and has a sense of humor.

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ABRAM R. BRUBACHER has presided over New York State College at Albany for nearly a score of years. He is a Yale graduate and won his Ph.D. from the same institution, where for two years he was an instructor in Greek. He did teaching and administrative work in public schools of several cities in New York prior to his appointment to the State College; his last previous position being the superintendency at Schenectady. Education is conceived by Dr. Brubacher in practical terms, as something which should pay dividends in good citizenship. A pivotal job is his at Albany, and he performs it with distinction.

Winshipisms

"A pessimist sends the cold shivers down your back every time you see his pallid face or hear his doleful voice; an optimist sends a nervous impulse of strength through every fibre of your being."

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"The first and greatest demand of the schools today is social adjustment. Not that the purpose has perhaps not always been the same, but the issues were never so sharply outlined, or the need so urgent."

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"Happy is the teacher who never uses all her strength any day, but always leaves a little to be added to for tomorrow."

Radical Changes Urged By "Progressive" Group

NEED of changes both in education and in the social order was quite generally admitted by delegates and speakers alike, during the sessions of the Department of Superintendence at Cleveland. Yet opinion was by no means unanimous as to how far the changes must go or how they should be brought about.

Radicalism nevertheless felt more at home at this meeting than at any previous convention of the Department—radicalism with reference to education and social, political and economic matters as well.

Naturally enough it was the group of self-styled Progressives led by Harold Rugg, George S. Counts and Jesse H. Newlon of Teachers College, Columbia University, that voiced the most revolutionary views. They had their particular innings at the conferences of a sub-committee on "Our Social-Economic Situation and the New Education," held at the Auditorium Monday and Tuesday afternoons, with Dr. Rugg presiding. His committee was a branch of the fourth major committee, concerning itself with "Education for the New America."

The left wing, which has long striven to win the Department to its way of seeing things, numbers only some half-a-hundred members. Attendance at Dr. Rugg's meeting on Monday was about 250, and the discussion that took place was one of the fieriest of the week.

Dr. Rugg, reporting for his sub-committee, said in part:—

"As a first step, it is recommended that all banking and credit facilities be taken over and operated by the Federal government in the name and interest of all of the people. The trend of discussion is definitely in the direction of finding a way to re-educate the parasitical members of society and assign them productive work. . . . Not only the banks but the basic industries and utilities as well must be taken from the sphere of private manipulation, and carried on as a scientific technological enterprise in the interest of the general social welfare. . . . Fascism is flaunting a fight-to-the-death challenge to democracy. . . . We stand at the crossroads to a new epoch; in various directions lie divers pathways to tomorrow. Some lead to social chaos and the possible destruction of interdependent ways of living. One leads to the era of the great society. There is no way to short-circuit the solution to the problem of building this new epoch. There is only the way of education and that is slow."

A campaign of publicity was recommended, to work through a clearing house in New York City, with its aim the organizing of study groups, working in connection with teachers' organizations and labor unions throughout the nation.

Among the objectives are mentioned: subsidy of school systems with annual appropriations by Congress of several billions of dollars; government control of basic industries and utilities; social control of the nation's banking system; education of adults and young people in the purposes which should be served by government; a world-wide unit of economic planning; use as classroom subject matter of community situations which may be changed or improved; provision for keeping pupils in school to the age of twenty; reduction in sizes of classes with re-employment of vast numbers of teachers; travel by pupils to be made an integral part of education; preparation for teaching to be lengthened to equal that required for medicine and law.

That these views went beyond those of the delegates generally is indicated by the fact that little or no reference was made to them in the final summaries of the work of the seven major committees of the convention.

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McAndrew Favors Teaching of Humor

Dr. William McAndrew proposes a chair of humor. Speaking recently before the Mark Twain Association in New York City, this well-known schoolman, whose own sense of humor is a native gift, urged the setting up of instruction in humor in American universities.

Said he: "Colleges in the United States offer all sorts of courses in almost every conceivable subject from philosophy to milking cows. It's a great pity there are no courses in humor. Humor gives more tolerance and understanding of human nature than almost anything else. Americans are just beginning to appreciate the dignity, power and worth of humor."

Dr. McAndrew praised the Mark Twain Association's efforts to found a chair of humor, the occupants of which would divide their time among a number of universities.

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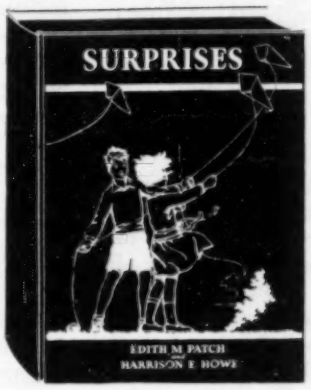

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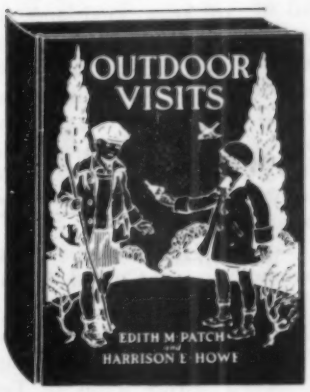

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MOVES ABOLITION OF "LITTLE RED SCHOOL"

SYRACUSE, N. Y.—The "little red schoolhouse," romantic symbol of pioneer American education, must be banished from New York State if better citizenship is desired, Mrs. A. E. Bridgen, of Rochester, founder and honorary president of the New York State Federation of Home Bureaus, asserted at the annual meeting of the association here.

A member of Governor Lehman's state-wide committee on education, Mrs. Bridgen pointed out that "centralized rural schools must replace the more than 6,000 'little red schoolhouses'" in order that well-educated teachers may reach the greatest number of children and that the highest quality of citizenship may be guaranteed to the taxpayers.

Vassar Studies New Curriculum

POUGHKEEPSIE, N. Y.—A radical revision of the curriculum has been suggested by Dr. Henry Noble MacCracken, president of the college. The plan is being studied for adoption in September. The major outline of the plan includes substitution of fifteen instead of the present twenty required academic courses for an A. B. degree; one two-hour class a week instead of three one-hour classes; comprehensive examination in major field at midterm senior year, remaining half of the year to be given to work on thesis; an A.B. degree may be taken in three years by students of promise. "The essential feature of the plan is simplification by reducing the number of courses and class hours," Dr. MacCracken said. "The present curriculum has become too complicated. It leaves no time for the most desirable work, advanced in quality and solid in quantity."

University Removes "Aryan" Clause

WARSAW.—The "Aryan paragraph" was removed from the statutes of the Students Mutual Aid Association of the University of Warsaw by the university's senate recently on the ground that racial and religious discriminations were inadmissible in a charity institution. The clause refused membership to students of the Jewish faith, or those who had changed their religion, and aimed at the total exclusion of students of Jewish origin, regardless of religion. The association has long been a stronghold of nationalistic and anti-Semitic elements, and has been responsible for numerous anti-Jewish and anti-government outbreaks in the colleges. The "Aryan paragraph" will be preserved in the codes of honor of various private students' corporations, so dueling will be forbidden to Jews except those who are officers in the Polish Army.

Everett Teachers End Voluntary 10 per cent. Cut

EVERETT, Mass.—After the chairman of the school committee declared that the city of Everett at the end of 1933 was in about the best financial condition in its history, Everett school teachers rescinded their recent action contributing ten per cent of their salaries to the city for five months. John J. Barry, chairman of the school committee, challenged Mayor Roche to sit with the school committee and explain why it had been necessary to urge a contribution on the part of the teachers.

Night School For Farmers

WASHINGTON. — Evening classes for farmers are being organized in the nation's rural high schools to give them instruction in the adjustment of their business to changing conditions, Dr. George F. Zook, United States Commissioner of Education, announced recently. The classes give instruction in the use to which land withdrawn from production under the cotton, wheat, and corn-hog acreage reduction programs of the AAA may be put. Advice is offered on possible changes in type of crop, kind and amount of equipment, budgeting, financing and marketing, and the use of crop outlook and other information issued by federal, state and local bureaus and experimental stations.

Education Teachers Are Called Complacent

CLEVELAND, O. — Three-fourths of the teachers of teachers are smug and complacent, Dr. R. Bruce Raup, of Teachers College, Columbia University, declared recently in reporting results of the national survey of education of teachers to the National Society of College Teachers of Education.

Replies by more than 2,000 instructors in graduate schools of education showed it. They were largely insensitive to political, social, and moral questions not directly related to their subjects, Dr. Raup stated.

The professors also showed themselves to be "yes men," Dr. Raup asserted, tending to agree with any strongly positive statement on the questionnaire. More than half, he said, contradicted themselves once in every three replies.

STATE TO STUDY DIET OF 10,000 CHILDREN

ALBANY, N. Y.—A nutritional survey of 10,000 children in up-State cities and towns to determine the effects of the depression is being conducted by the State Department of Health and the Temporary Emergency Relief Administration in conjunction with the National Child Health Recovery Program.

Dr. H. Jackson Davis, director of medical care for the State Relief Administration, said the survey, the first of its kind to be initiated by a public relief organization, would aid in formulating standards for the maintenance of child health.

It is expected that six months will be required to complete the examinations which already have begun in Newburg, where 1,500 children are to be examined. New York City will not be included in the survey. Children of all ages up to sixteen years, regardless of economic status, will be examined and comparisons made.

Morrow Fund for Mexican University

MEXICO CITY.—The fact that the late Dwight W. Morrow established a $50,000 trust fund for the benefit of the National University of Mexico was revealed here recently. The gift, the income of which will be used to purchase books for the university's library, was announced by an American law firm representing Mrs. Morrow. The fund, it was learned, was provided some time before the financier's death. Mr. Morrow was Ambassador to Mexico under President Hoover.

Parents Graduate At Young's School

VAN HORNESVILLE, N. Y.—A year ago some of the parents of the children attending the model country central school Owen D. Young built at his birthplace here, expressed a desire that they, too, would "give almost anything" if an opportunity was afforded them to attend such a school. Early in the winter such a school was started, and ten weeks later the first commencement exercises were held. Mr. Young came from New York to hand out the diplomas to the 110 graduates. All were well along in years, some being past the sixty-year mark, but all completed an intensive course of night school. A majority of the men entered the agriculture classes, and the women the domestic science course. This school for the instruction of parents and farm people has been such a success that it probably will continue a regular feature of the Van Hornesville School, Principal Maurice S. Hammond said.

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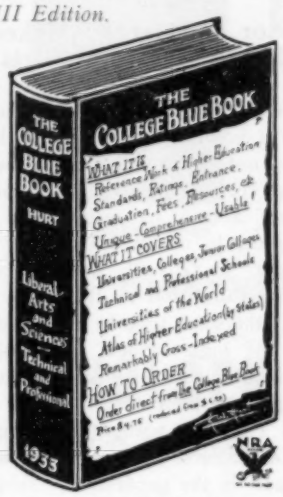

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Recent Publications

WESTERN YOUTH MEETS EASTERN CULTURE: A Study in the Integration of Social Studies, English, and Art in the Junior High School. By Frances G. Sweeney, Emily Fanning Barry, and Alice E. Schoelkopf. 335 pp. Illustrated. Cloth, $2.50. These teachers successfully integrated subject matter in their special fields around a study of various cultures. Their book contains a statement of the educational philosophies which guided the experiment, a description of methods, procedure, and outcomes of a unit on the Far East.

1931 EDUCATIONAL YEARBOOK. Edited by I. L. Kandel. 721 pp. Cloth, $4.50. This eighth Educational Yearbook of the International Institute of Teachers College is devoted to a description of education in colonial dependencies of the leading countries of the world.

TEACHERS' LESSON UNIT SERIES. William A. McCall, Editor. The lesson units in this series provide exact accounts of how teachers throughout the United States successfully translated the theory of education into stimulating teaching. A descriptive list of the first sixty units will be sent on request.

A FIRST GRADE AT WORK: A Non-Reading Curriculum. By Lula E. Wright. 247 pp. Illustrated. Cloth, $2.00. A description of activities of a first-grade group who followed a non-reading curriculum. Community life is the theme, with activities centering around boats and aeroplanes.

PLANNING RESIDENCE HALLS: For Undergraduate Students in American Colleges and Universities. By Harriet Hayes. 247 pp. Cloth, $2.25. This practical handbook includes much information on planning of value to all school administrators, college officers, and members of building committees.

RATING SCHOOL PUPILS. By Charles Russell. 74 pp. Cloth, $1.25. The difficulties of making the school report are analyzed in this book. By reducing irrelevant factors in grading and by increasing the worth of the relevant ones, practical correctives are developed. Directions are given for determining the proportions of letter grades in a five-letter grade system. By following these directions with any class group a system for that group can be determined.

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PUPILS PRACTICE TRADING IN STOCKS

Danbury High Teacher Uses Model Exchange for Trading

DANBURY, Conn. — Ivan F. Ahlgren, director of Commercial Education in the Danbury High School, experimented last semester with a unique method of teaching the practical aspects of stocks and bonds. Mr. Ahlgren describes his plan as follows:—

"After studying the theory of stocks and bonds from lessons assigned from the daily paper, I 'loan' to each student $25,000. The student makes out a note payable to the 'bank,' of which I am 'treasurer.' He then discounts this note at the 'bank' and is given credit for the proceeds and a passbook is issued to him."

Daily quotations of one hundred leading stocks are posted on the blackboard to facilitate student "trading" during the ten minutes at the beginning of each period set aside for this purpose.

"This 'trading' continues for thirty school days," Mr. Ahlgren continued, "at the end of which a prize is given to the student making the most money on the investment."

Considerable work is involved in carrying out this project relative to filling orders and keeping bank records, according to Mr. Ahlgren. This is taken care of by assigning two girls from the bookkeeping classes to keep the "bank" records, two girls from the sales class take care of filling the stock "orders" and placing the daily quotations on the stock board.

"It is indeed interesting to note the interest and earnestness with which the students carry out this work," Mr. Ahlgren declared.

Universities Reject Merger at Chicago

CHICAGO.—The proposed merger of the University of Chicago and Northwestern University, negotiations for which have been under way for nearly a year, has been called off. Announcement of this action was made in a joint statement signed by Robert Maynard Hutchins, president of the University of Chicago, and Harold H. Swift, president of the board of trustees, and Walter Dill Scott, president of Northwestern, and John H. Hardin, president of the board of trustees. It read: "The committees of the boards of trustees of Northwestern University and the University of Chicago, which were appointed by the respective boards to study the possibility of closer co-operation, including merger, met separately, and at the conclusion of their meetings authorized the following announcement: The committees recommend to their respective boards: 1. That the proposal of a merger of the two universities be laid aside and the committees discharged. 2. That the presidents of the two universities continue to consider the possibilities of such closer co-operation as will produce the best results for higher education."

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National Youth Week Announced for April

CHICAGO. — The National Youth Week Committee for the United States has announced the dates of April 28-May 5, 1934, for the celebration of Youth Week. This movement, which originated as Boys' Week, in New York City, in 1920, has enjoyed a remarkable growth, extending its influence to many countries outside the United States and Canada. During the past several years the feeling has gradually developed that girls as well as boys should be publicly recognized by a week devoted to their interests. This year the national committee has acceded to popular demand and changed its name to the National Youth Week Committee for the United States, and recommends that, insofar as possible, communities make their observances joint affairs, giving recognition to girls as well as to boys. A manual for suggestions for the 1934 Youth Week program may be obtained free of charge by writing to the National Youth Week Committee, Room 820, 211 West Wacker Drive, Chicago, Ill.

Vocational Schools To Get More U. S. Aid

WASHINGTON. — Legislation extending federal aid for vocational education for another three years after next June 30 was approved recently by the House education committee. Although advocates of making the program permanent and doing away with the necessity of such periodic extension of the work lost after a hard fight in the committee, they were successful in having the program expanded by $500,000 a year and including industrial education in addition to home economics and agriculture. The new measure authorizes $3,000,000 a year to be divided one-third each for the three vocational purposes for matching by the states. Under the George Reed Act only $2,500,000 had been provided, equally divided between home economics and agriculture.

COSMETICS STUDY IN SCHOOLS URGED

Educator Declares Make-Up Adds to Morale of Girls

BROOKLYN, N. Y.—The question whether a young girl's ability to dance well has not been of greater value in securing for her a life of happiness than her ability to write well was raised recently in an address by Dr. Alexander J. O'Neill, assistant professor of Education in Brooklyn College. At the same time he criticized the attitude of high schools and colleges that compel girl students to wash the make-up from their faces.

"May I suggest without arousing too great an outburst of protest from my colleagues in the profession," said Dr. O'Neill, "that it would not be a 'fad' or 'frill' to teach girls how to make up attractively and artistically?

"How much better it would be to take a saner point of view and teach the girl how to make herself attractive according to the standard of refinement of the world! And cultured, refined women do use make-up and do permit their daughters to do likewise.

"It seems to me that such instruction is not a 'fad' or 'frill,' but a very vital part of an education which should prepare for a life in the great world outside the school."

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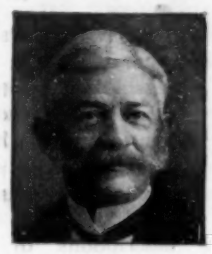

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Strenuous "Play" Cuts Life Span, Says Educator

CHICAGO.—Too strenuous methods of recreation and "playing," which cause undue wear and strain on the adult organism, are blamed by Dean Irving S. Cutter, of the Northwestern University medical school, for the failure of man to increase longevity in the higher ages. "We have forgotten how to rest, and we have not learned to play," Dean Cutter stated. "Our holidays are too infrequent and our recreation may be of such character that the physical hazard is increased rather than decreased."

School Quake Rules Encourage Rackets

SACRAMENTO, Calif. — Vierling Kersey, state superintendent of public instruction, said recently he advocates modification of the earthquake-proof school act to exempt cities far removed from known quake faults, because the law is proving expensive and conducive to rackets in some sections of the state. It requires the state division of architecture to inspect existing school buildings, and, at expense of school districts, to supervise repair or construction of new buildings acceptable to the law.

Professors Take "Sporting Chance"

BOULDER, Colo.—More than 125 professors willing to take a "sporting chance" that they will be paid by students who attend summer school have been found by University of Colorado. Dean Milo G. Derham said most of the professors regard it as a "good gamble." In explaining his "sporting chance" proposal, the dean said it had been decided that income from tuition must pay all overhead expenses and salaries of professors at the next summer school. If there is insufficient income there will be no pay.

Pupils Write to Stalin, Win Trip to Moscow

MOSCOW. — The happiest school children in the Soviet Union are a group of youngsters in Uda, Siberia, where Josef Stalin, Russia's "strong man," once passed some years in exile. They have been invited to visit Moscow at government expense. The invitation came from Commissar of Education Andre Bubnox. And it would not be surprising if Stalin had a hand in the matter, for the invitation resulted from a letter which the Uda school children addressed to the man in the Kremlin. A composite of many childish scrawls, the letter informed Stalin that the Uda school had just learned of the Communist party congress to be held in Moscow and that the children there wanted to extend their best wishes to Stalin and the other Communist chieftains.

Schools to Teach Evils of Drink

SANTA FE, N. M. — Despite the passing of prohibition, Governor A. W. Hockenhull has instructed the State Board of Education in its selection of physiology and hygiene texts to conform to a law enacted several years ago by the Legislature providing that the evils of alcohol and narcotics on the human body be taught in the schools.

Students Hit Faculty For Chapel Absences

DALLAS, Tex. — The faculty of Southern Methodist University got a slap on the wrist from students through The Campus, student publication, for not attending chapel, "except when convocation makes the occasion compulsory."

Tent Schools And Radio for Turks

ISTANBUL.—The Turkish government is out to educate all the population — grownups as well as children. Every Turkish village will soon be provided with a large school capable of holding all the inhabitants. Each will be equipped with a radio loudspeaker, and from a central town a professor will address his classes nightly. The schools will have no teachers, but will be under a manager. The nomad tribes of Turkey are to be educated. Itinerant "tent schools" are being organized to move about with the tent-dwelling tribes. Though they are intended primarily for children, members of the adults are taking advantage of them.

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BOOK TABLE

Our Neighbors' Schools

EDUCATION IN LATIN AMERICA, by Henry Lester Smith, Dean School of Education, Indiana University, and Harold Littell, formerly Assistant, Bureau of Co-operative Research, School of Education of Indiana University. Cloth, 431 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Twenty different nations of this hemisphere, each having its own educational aims and its own methods of attaining or approaching them, have furnished the material for comparison and discussions in this enlightening volume.

Each country is viewed as a unit; and the student or reader learns of all the major departments of educational activity from elementary school to university; of fundamental concepts, organization and administration, provisions for training of teachers, and of the handling of special problems such as illiteracy and vocational training, extent of co-education and the schooling of women.

The material has been gathered from official sources and bears evidence of much careful research on the part of the authors. Distinctly broadening is the view which "Education in Latin America" offers to the student of educational philosophies and practices in the modern world.

Eugenics or Euthenics?

HEREDITY AND ENVIRONMENT. Studies in the Genesis of Psychological Characteristics, by Gladys C. Schwesinger. Edited by Frederick Osborn. Cloth, 484 pages. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Just who started the debate over the relative importance of environment and of heredity in the shaping of human characteristics, will never be known. Nor has the last word yet been spoken on this long-mooted question — as Miss Schwesinger would herself admit. A great deal of data has nevertheless been accumulating on the general topic, and it is strange that no one has heretofore undertaken to organize this material into an authentic treatise as this author has now done.

The book contains much that is fascinating to the layman — tending to show how marked are the results of both factors in the shaping of personalities.

The main conclusion thus far reached seems to be that the question as to comparative potency of native endowment or outward circumstance can be settled only by a study of each individual, or at most, through viewing definite characteristics, some of which depend more upon heredity, others on environment.

This is a thoroughly scientific and extensive book, representing a new springboard for those who may hereafter engage in investigations into the reasons why we are what we are and how we might have been otherwise.

The extreme hereditarian and the cocksure environmentalist are driven out of court by the evidence. Yet the topic holds eternal interest.

The Learning Process

EDUCATIONAL PSYCHOLOGY, by A. M. Jordan, Professor of Educational Psychology, University of North Carolina, revised edition. Cloth, 522 pages. New York: Henry Holt and Company.

Most of what is so far definitely demonstrated in the field of educational psychology has been brought together into this new volume. The material is well organized and skillfully presented for use by students of this subject—the experienced teacher as well as the novitiate.

Being the revision of an earlier work which has found favor in teacher-preparation institutions, this book may be regarded as both a seasoned and an up-to-date manual.

The new edition treats with special fullness and luminosity the matter of "transfer of learning," a subject which was once too hastily dismissed as having been settled. Certain transfers do take place. What ones they are has now been determined to some extent by experiment; to some extent it is an individual affair of the learner himself; the keener his mind, the further his transfer will carry him.

Groundwork of Civics

THE FOUNDATIONS OF AMERICAN GOVERNMENT, by Herman A. Spindt, Principal of the Kern County Union High School and Junior College, Bakersfield, California, and Frederick Lynne Ryan, Assistant Professor of Economics, University of Oklahoma. Cloth, 500 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Clear explanations of the purposes and processes of government in the United States are characteristics of this text for upper classes in high schools. Treatment of the subject starts with federal rather than state or local functions, because of the presumed familiarity of the student with certain phases of this material from his pursuit of United States history.

Duties of citizenship are pointed out with convincing force at frequent intervals. The student is led to a healthy understanding of the traditions of our political institutions and a desire to preserve the best.

There are descriptions of some foreign governments for comparison with our own.

State and local governments receive due attention, and there are side glances, thoughtful surveys of the governments of Canada and Latin America, as well as an examination of the manner in which dependencies and protectorates of the United States are ruled.

Pupils who study this book will not come to regard civics as something above their heads or having no relation to their every-day living.

Specially helpful are the notations regarding the Constitution, interspersed throughout that document as given in the appendix.

What Occupation?

PLANNING YOUR FUTURE, an Occupational Civics Text for Junior High School Grades, by George E. Myers, Professor of Vocational Guidance, University of Michigan, Gladys M. Little, Assistant Principal, Cleveland Intermediate School, Detroit, and Sarah A. Robinson, Girls' Counselor, Hutchins Intermediate School, Detroit. Cloth, 419 pages. Second edition. New York: McGraw-Hill Company, Inc.

Much information and wise counsel for the pupil in junior high school with regard to the choice of an occupation and the schooling required both for that occupation and for life, is contained in this revised edition of an earlier text—revised not to amend its manner of presentation, which was already approved by many teachers, but to embody census figures of 1930 and the principal alterations caused in the occupational picture by virtue of the NRA, the AAA, and other initialed bureaus of 1933. Such changes have specially affected the employment of adolescents and the apportionment of time between labor and leisure.

The authors have handled their subject in a fashion to enlist and enlighten the boys and girls regarding the planning of their lives—in so far as planning may be done for a future whose scenery is apt to shift continuously.

The book lays no claim to completeness, but serves to orient the pupil toward one of the major problems of existence. He learns the whys and wherefores of work, how to apply for work, and what attitude to maintain toward his work and his fellow workers. The importance of planning is stressed constantly.

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342 Madison Ave., New York, N. Y.

Grins Between Grinds

Fictioner

"Did you bring your excuse this morning, Billy?" asked the teacher.

"No, Miss Smith," replied the boy. "My dad wasn't home; he's the one that makes the excuses at our house."

• •

Dashing Daughters

Flapper: "Goodbye, mother."

Modern Mother: "Just a minute, dear. Sign the visitors' book in the hall before you go!"

• •

One Missing

"Our attendance is splendid today," began the teacher. "All are here except Albert. Let us hope that it is something really serious which keeps him away."

• •

Lucky

The midday whistle had blown when Murphy shouted: "Has anyone seen me vest?"

"Sure, Murphy," said Pat, "and ye've got it on."

"Right and I have," replied Murphy, gazing solemnly at his bosom, "and it's a good thing ye seen it, or I'd have gone home without it."

• •

Bargaining

"If you wash your face I'll give you a piece of candy," said grandmother. "And if you wash behind the ears I'll give you two pieces."

"Grandma," replied little Johnny, "what do I get if I take a bath?"

• •

Young Mental Hygienist

Johnnie had been disobedient in school, and finally his teacher asked him to stay after school to talk with her.

"Johnnie," she began, "I have to put grades on the report cards tonight. Now, what do you think I should do about yours?"

"Well," began the youngster, "I think you really ought to go home and have a good dinner and rest before you mark mine."

• •

Favorite Book

"What is your favorite book?"

"It has always been my bank book, but even that is lacking in interest now."